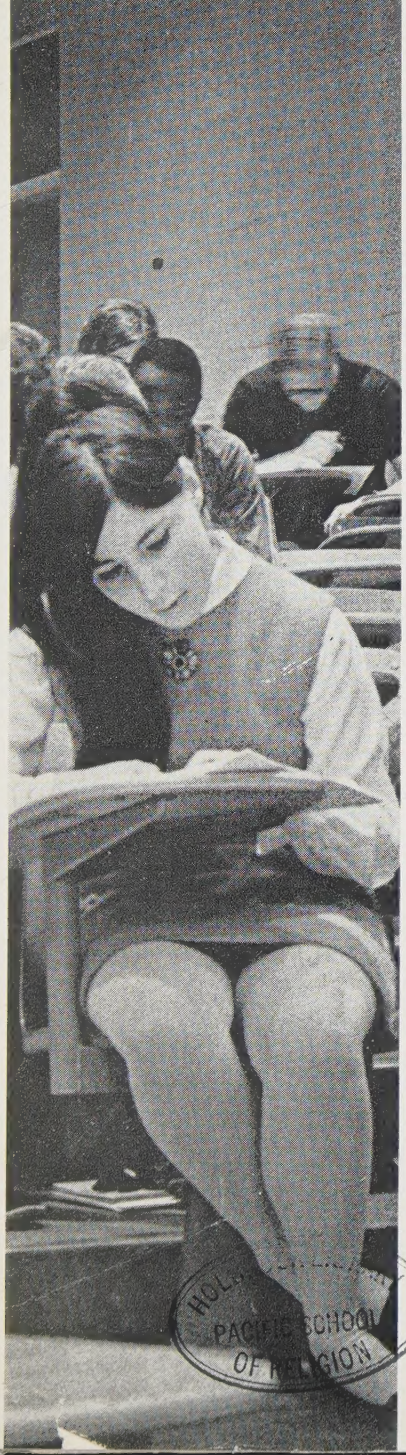

WHERE THE SPIRIT OF THE LORD IS

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CHURCH DIVINITY SCHOOL
of the
PACIFIC
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HOLLY ... PACIFIC SCHOOL OF RELIGION

V 20
1969

Youth / Volume 20 Number 1

January 12, 1969

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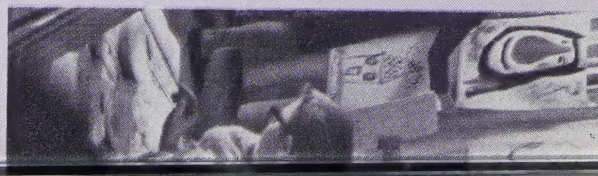
back of the stands . .



ool creative pad

hat happens when you give hundreds of Iowa high school basketball ns a brush, paint, and paper and tell them to express their feelings? Do ey paint themselves into a corner? Make a mess? Not at all!

"It's the best way in the world to find out how the youth of today feel," ys the Rev. Duane A. Meyer of the staff of the Iowa Conference of the nited Church of Christ. "These kids really 'free up' and say what they el with the paint brush."

For the fifth year, the church's youth ministry has operated a drop-in outh Room at Veterans Memorial Auditorium in Des Moines during the o weeks when the girls' and boys' state basketball tournaments are being ld. "No signs announce its sponsor," says Mr. Meyer of the room. "No erature is handed out. We make no attempt to preach or to teach. We st listen."

As estimated nine gallons of tempera paint and 3800 pieces of paper ere used by the young people to depict their thoughts about the world, etnam, adults, church, authority, school, home, sorrow, love, joy, work id youth. Mr. Meyer tape-recorded interviews with many painters, some whose comments appear on the following pages with their paintings.

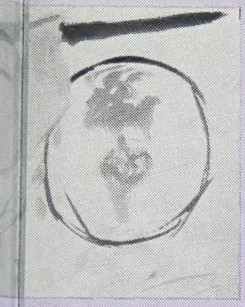
PACIFIC SCHOOL OF RELIGION

otos by Don Fatko

BOY: Well, down here in the right corner is the world. This is supposed to show that everyone thinks that the world is so important—the center of the universe. Actually, it's not that important—it's just sort of a pebble in the sky.

GIRL: The colors overall symbolize the confusion in today's society. The turtle at the bottom of the world shows how slowly society is moving intellectually, socially and politically. The world is burning on top because of all the hate.

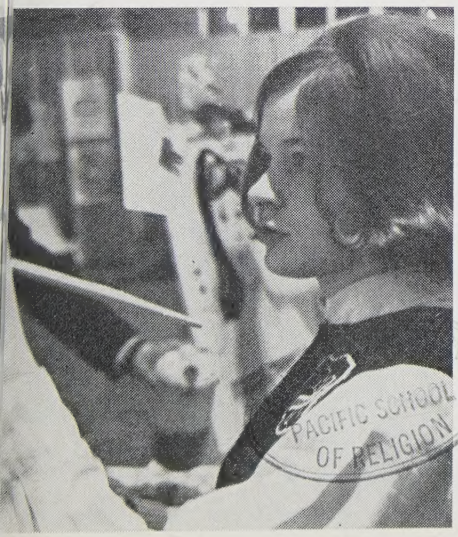
GIRL: I think the wo
lovely.
Q: All right. What
supposed to say?
GIRL: It's lovely, I

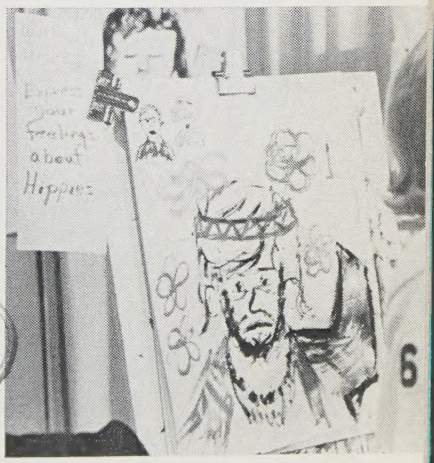


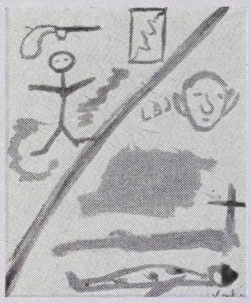
Y: The two red blobs the middle are North d South Americas; the chet above it signifies ting of the world; the le red dots are the rld bleeding because this. The hatchet is posed to mean Viet-n.

GIRL: This is the world and this signifies me. I've dropped out and I'm not part of the world anymore. I'm not involved in what happens anymore and I don't care.

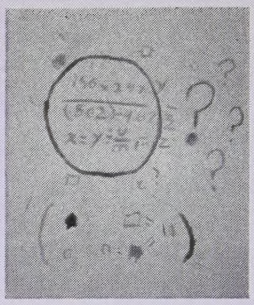
GIRL: When you're a little child, that's the first thing you see—just the pretty things in church . . . and the big X in the middle is . . . is there really . . . I mean . . . I don't know if there is any sense in church because I don't really know if there is a God.


PACIFIC SCHOOL OF RELIGION





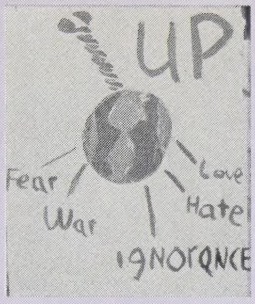
GIRL: It's divided. My feelings on this side are racial troubles we're having; I think they're so senseless. The only way I can explain it is the broken mirror here. On the other side, it's the way I feel about Vietnam, just one big blood. I think there's no reason for all the tragedy involved.



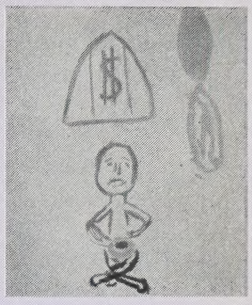
BOY: We have a problem and nobody can find the answer. As you see, I have different nationalities around the edge. Down at the bottom, different colors are getting together. I think the only thing we can do is to get together in the world to find the answer.

GIRL: It's just a girl
ting in solitude and t
ing. I think that's
the world needs.
sun will come out
the world and shine a
and there won't be
much war and pov
What we need is ju
little more thinking.

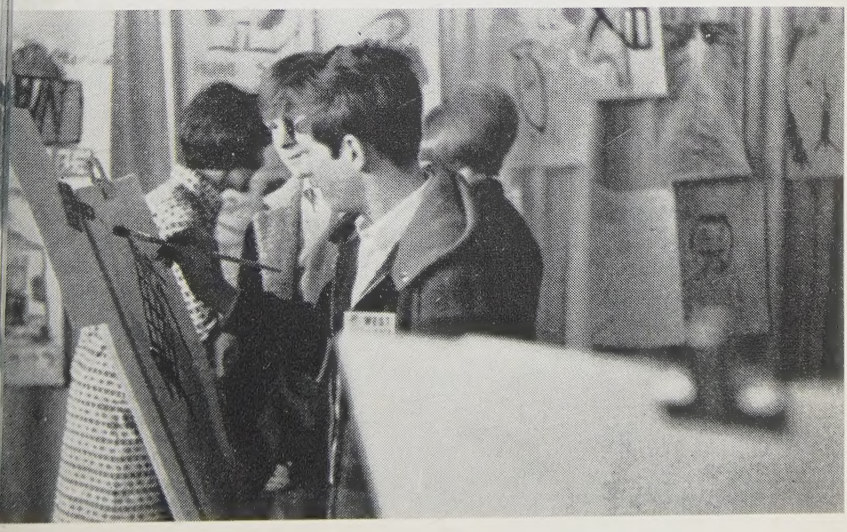
RL: I want to picture
l i g i o n as something
at really is beautiful,
t there are questions
my mind and every-
ng's so black. I just
n't understand myself,
d I haven't figured it
t yet, so it's just a
estion in my mind. I
nder if everybody is
confused as I am.



GIRL: These are all the things that are causing the world to be in the shape it is now. That's a screw. The world's all screwed up. It's pretty messed up.



BOY: I have a stained glass window with a dollar sign in it and a starving child underneath. The dollar sign represents the $10,000 w h i c h my church is putting out for this window. We could put our money to better use than a window which people just look at.



GIRL: O.K. It's a cat and the cat has basic white — that represents good. The rest represents bad in the world. Then the lower part has yellow over everything else . . . that means there's still hope.

ACADEMIC FREEDOM

IN HIGH SCHOOLS

y Ed Eckstein

DOES YOUR SCHOOL ENCOU

IS YOUR RIGHT T

ARE LONG

DOES STUDENT GOVERN

IS CLASSROOM DISCUSSION O

BY SPENCER COXE / Youth are in revolt. And I'm glad, because most —but not all—of this revolt is basically normal, healthy and good. Youth throughout the world are impatient with glaring injustices against fellow human beings, phoniness of motivations, and irrelevant and outmoded ways of doing things.

A part of the reason for the revolt of youth can be found in the way our high schools are run. By and large, the school boards, the superintendents, the principals, and (to a lesser extent) the teachers, think of the schools as a place to teach children how to "adjust to life." The present state of the world demonstrates that society as it is today is not fully worthy of adjusting to and the youth revolt indicates that many young people have decided to make society do some of the adjusting it needs to do if things are going to improve.

Young people, in increasing numbers, are taking seriously the ideas they have been taught about free speech, about being the "maste my fate, the captain of my so and about the importance of p ciples rather than "material valu They are beginning to practice w the older generation has b preaching, and the older genera finds it upsetting to have its b called.

The young people, of course, not always right. My own opin for example, is that experimenta with pot is unfortunate, that sh ing down the opposition is inex able, and that long hair on boy aesthetically mistaken. But what furiates many people of my ol generation is not that young pe are *wrong* but that they are indep dently making judgments at varia with "accepted values."

This brings me to the subject the article—academic freedom high schools. *Academic freedom schools and colleges is the freed of each teacher and each student seek and announce the truth as sees it.* Academic freedom, so

DEMIC FREEDOM ?

NG RESPECTED ?

SHORT SKIRTS ACCEPTED?

MEANINGFUL POWER ?

d, is essential if students are to n to think for themselves. Academic freedom is *not* necesy in a school whose aim is to ch the student how to "adjust" to world as it is. In fact, freedom erferes with the purposes of such chool and cannot be tolerated.

In a school which permits and enrages academic freedom, the foling practices prevail:

1. **Classroom discussion** is free. achers express controversial opins and discuss controversial subts of interest to students without r of being called on the carpet or d. Students are encouraged by teachers to be equally bold.

2. **Classroom materials** are osen for their educational value thout censorship by the superinndent, the school board, or the rent-teacher association. If an glish teacher thinks that *Catcher the Rye* has literary value, he ll assign it to his class. The school rary contains periodicals present- all shades of political opinion, from *Ramparts* to the *National Review*. Books by Communist authors are not banned, nor novels and plays of literary or social value merely because they may be offensive to some minority or majority group.

3. **Outside Speakers:** Students help to plan the assembly programs. At least some of these are on controversial subjects such as the draft or black power. When a speaker with a pronounced point of view on a controversial subject has been presented, an effort is made to balance him with a person taking another side. In this way the school avoids making the students a captive audience for indoctrination by outside groups. If it is not possible to schedule an opposing speaker, the one point of view will be presented anyway, and an opportunity will be afforded to debate the controversy within the school family.

In the Philadelphia area, recruiters from the armed services have frequently appeared in public schools to encourage senior boys to enlist.

Anti-war groups have asked permission to send in *their* speakers to talk about alternatives to the draft. From the point of view of academic freedom, it seems to me that both groups should be permitted. The mere fact that the recruiter represents an "official" position does not give him any special claim on school facilities. Schools are not in business to promote—or discourage—cooperation with the military or any other governmental body. They are in business to help the student understand the world and plan his future intelligently, by presenting, among other things, the pros and cons of military service.

Academic freedom does not require that the school open its facilities to any and all groups who are looking for a captive audience. Indeed, it is a perversion of education for the school to allow business firms and other special interests to distribute their propaganda or otherwise advertise themselves in classes and assemblies. Sometimes this advertising takes the form of essay or poster contests, in which the prize theoretically goes to the student, but the real profit to the advertiser.

In a school which practices academic freedom, social studies and history teachers invite outside experts to meet with classes, to talk from first-hand experience about the Bill of Rights, the civil rights movement, or foreign policy.

4. And in a free school, there are a variety of **student clubs** that permitted to use the facilities of school for political, social, rec tional, or intellectual purposes, the extent that these facilities are needed for their primary purp Clubs are free to invite out speakers or discussion leaders. club's advisor assists the club in f ing good speakers, but he does censor the club's choice. The sc does not assume the responsib for what is said and discussed at club meeting.

If the community blames school for some of the far-out po of view presented at such a c the school simply explains that posure to all ideas is part of the e cational process. "Error of opi may be tolerated so long as re is left free to combat it," as Jef son said.

The school authorities do not terfere with a club's program un it threatens the physical health safety of others. Nor will they w hold recognition of a student org zation because they do not appr of the ideas which the club p motes. However, in my opinion school—certainly no public schoo should recognize an organizat which denies membership to a student because of his race. Su discrimination in a public institut is a violation of the law and Con tution, and nobody's right of f inquiry is infringed upon by an op admission policy.

Continued on pag

what does student FREEDOM mean to you?

dent freedom essentially means power
ie power to express the desires and
tudes of the student body and cause
cy changes accordingly.—Kevin Miller
. Manchester, Ind.

dent freedom means the change in the
system to the new. Students no longer
e to accept whatever a teacher dishes
If the teacher is unfair, the student
criticize, as long as he has something
base his criticism on.—Lauri Brunner /
ntown, Pa.

policy which allows elected represen-
ves of the student body to meet with
resentatives of the administration in a
mmon effort to find reasonable solutions
problems of both students and school
ministration.—Tom Lee / Appleton, Wis.

dent freedom to me implies flexibility
structure and attitude that encourages
loration.—Claudia Hebard / Stoneham,
ss.

word freedom implies responsibility.
student should be responsible for his
ion and often-times the actions of his
nds. If he is not responsible, he may
e many privileges which he already has.
Debra Krikorian / Los Alamos, N. M.

t a student should be allowed to ex-
ss himself in controlled means, but also
e a say in the formation of those con-
ls.—Debi Graves / Lewiston, Me.

freedom to discuss differences and get
ults when they are right—realizing that
ucators do have more experience. How-
r, this is the student's life and he
uld have a say in it.—Susan Robinson
Goffstown, N. H.

Being able to choose for myself and at the same time I suffer or profit from the outcome.—Nanette K. Akau / Alva, Okla.

Right now we are free, as free as we're ever going to be. We don't have very many responsibilities and we are very dependent upon our parents yet. We are free.—Betty Flemmer / Yankton, S. D.

Freedom of any kind is alright but it must not interfere with other students' freedom.—Janet Hille / Houston, Tex.

Having equal power with the faculty in matters concerning you.—Jerry Todd / Corvallis, Ore.

It means that students should have the right to make mature decisions, to discuss and exchange ideas maturely and freely with both peers and adults without fear of oppression from prejudiced parties.—Paul Kozelka / Williamstown, Mass.

Freedom to air their own views or beliefs. Student freedom does not mean doing what your heart desires, with complete disregard for others.—Jane Beckman / Morgantown, W. Va.

Student freedom is the right of individual beliefs and expression of these beliefs without undue censure. It is the ability to be an individual.—Peggy Duvall / Richmond, Va.

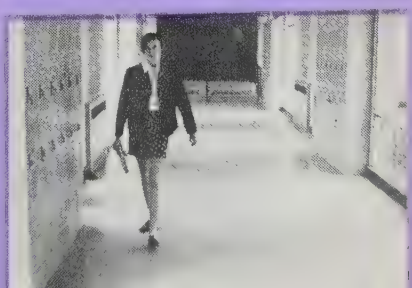


Photo by Ed Eckstein

5. **Student publications** are given the widest freedom. In this way the student learns the meaning of freedom of the press. Neither the faculty advisor nor the principal censors an item in the school paper because he disagrees with its ideas. Only if the material is libelous or in actual violation of the law will he put his foot down. Of course, the advisor expresses his opinion on literary value and newsworthiness. His role is to help the students develop their journalistic skills, but there is no substitute for experience, including the experience of learning from one's own mistakes. Therefore, the final say in the publication belongs to the student.

There is a risk that a free student paper will publish material in bad taste (by almost anybody's standards) or which offends the faculty, the school administration, or the community. Some school authorities will be tempted to censor the publication or punish the editors because the material has injured "the good name of the school." This is not a just ground for censorship. If the school has taken no responsibility for the content of the publication, it is not to blame for what appears.

The editor and writer bear the responsibility and must answer for what appears; this responsibility is the other side of the freedom. Besides, nothing reflects better on a school than a free newspaper, the proof that the school has the courage to accord its students the right to wrong.

6. **Leaflets and petitions:** I school that practices academic f dom, students are permitted to tribute handbills or collect signatu on petitions, whether the mater are produced in the school or out it, and whether or not the subj matter is a school election or the in Vietnam. The school authori do not demand prior notice, or right to approve the content o leaflet or petition, but they may down reasonable restrictions to p vent the distribution from interf ing with the school program. For ample, they may limit the activ to periods before school begins, af dismissal, and during lunch ti and they may declare certain pa of the school out-of-bounds beca of the congestion. Also, they reasonably demand that leaflet d tribution or signature-collecting done without a lot of noise. Litt ing may be a problem, but this be dealt with by forbidding t dropping—not the handing out— leaflets.

A good school exercises no cont over the content of the leaflets petitions, except that it may prohi material which is obscene (acco ing to current legal definition which is libelous, or which inflam or incites students so as to create clear and present danger of unla ful acts or the physical disruption the school. For example, stude

Continued on page

hould a student be free to CRITICIZE his school?

. The only way to progress is by criti- thinking. Calm and organized criticism nts out backward thinking and gives as that will improve.—Rebecca Bay- ok / Waimea, Hawaii

. If a student believes that something vrong then he should say so, but if he its anything to be done about it, he uld try to find the motivations for its icies and refute them. Perhaps he find that what he thought was wrong not. But, more important, he will more ly get things that are wrong changed. Mark Robertson / Los Alamos, N. M.

. Free speech is a right given to us, ether what we think is right or wrong. shouldn't be judged on our opinions ce the school has helped influence m.—Pam Dittmer / Sellersburg, Ind.

s. Because the school doesn't know at you want till you tell them. They just what they know best. Set up a youth ncerns group to talk with teachers.—Kris nsch / Portland, Ore.

s. It is the duty of every student to help ke his school a pleasant place to be. anges can and should be made through ulty or student council, but not through derground newspapers or protests. They t cause friction and don't help the stu- nts in the long run.—Joy Clingman / cksonville, Fla.

s. His future is at stake. However, it ould be done in a mature manner, dis- ssing problems and presenting good asons without resorting, unless absolutely cessary, to pressure tactics.—Susan Rob on / Goffstown, N. H.

Yes. A school tends to lose life and become stagnant if the students allow themselves to be herded by the faculty. Freedom of expression gives the school spirit and life.—Peggy Duvall / Richmond, Va.

Yes. Anyone should be free to criticize an institution but he should go to the governing body and complain to their face instead of behind their backs.—Liz Dout / Chicopee Falls, Mass.

Yes. The school should be where the student learns the democratic process that is supposed to take place in the community. All criticism should be directed through the school paper, the student government, and the faculty. And criticism should be acompanied by constructive suggestions. —Jerry Todd / Corvallis, Ore.

Yes. Criticism of inadequate or repressive educational conditions is certainly a valid area of self-expression, if not a moral responsibility. It may begin with low-pressure verbal activity—letters to newspapers and administrative officials, discussions among faculty and students—and evolve to high-pressure active criticism—student strikes, law suits—depending upon the degree of resistance.—Kevin L. Miller / North Manchester, Ind.

oto by Ed Eckstein

have no freedom to circulate handbills inciting truancy or disruption of classes.

Petitions or leaflets should bear the name of the sponsoring organization or individual. Those who wish to promote ideas should be willing to stand up and be counted.

7. **Bulletin boards** are another important way of communicating ideas and information in the school community. Certain bulletin boards may have to be reserved for official school announcements, but a lively school makes provision for student notices too, so long as they are not illegal (as described above) or anonymous.

8. **Buttons and badges** are a means Americans use to show what they believe. Students are permitted to wear any button they choose (short of the libelous or obscene). A good school administrator will be happy that the students care enough about the issues of the day to wear a button supporting Wallace or McCarthy, or urging an end to or an increase in the bombing in Vietnam. The mere fact that a button carries an unpopular message is neither here nor there.

This is a good place to point out that the school authorities have the duty to protect the unpopular student from any bullies minded to attack him for his views, just as the police have the obligation to protect the unpopular demonstrator.

9. **Out-of-school activities.** Under the law, the public school certain powers it may exercise the student while he is in sc (and in some states while he is ing to and from school). Bu school does not exercise general trol over the lives of its stude who, after all, do not belong to state as they do in totalitarian c tries. Schools exceed their autho (and make unnecessary trouble themselves) when they conc themselves with what their stud do off-campus. Under no circ stances should a school punish threaten a student because he taken part in a demonstration side of the school. Even if the dent has been accused of break the law—indeed even if he has b convicted—it is not for the sch authorities to pass judgment on or punish him. The out-of-sch life of a minor is the proper resp sibility of his parents, or, if he bre the law, of the civil authorities, the school.

Students participating as indiv uals in off-campus political activi should be careful not to speak or as if they were official represen tives of the school or of the stud body.

10. **Student Government** ma three major contributions to the of a school. First, a genuine stud government gives the students feeling of responsibility for and st in the school. Second, the admin tration can pick up many a go

Continued on page

n your school, is there any DISSENSION between students & administration?

initely! The causes are many. The ly funny thing about school admin- ators is that they insist that they are it on every decision or policy. In our ool, dissension is mainly against the inistration-controlled newspaper, the ingement upon student rights toward earance, school lunch policy concern- lunch-time use of cars, and the unwar- ted search of lockers and private prop- by an administrator. They use almost ry tactic to discipline students who 't fit their own fabricated "ideal" stu- t.—Name Withheld

. The dissension falls mainly in the a of school dress stemming from a dress e set forth by the school board which ws little freedom in dress and pro- its boys from wearing long hair.—Mary hbiel / McPherson, Kan.

t on the surface.—Rebecca Baybrook / imea, Hawaii

t much.—Peggy Kovacs / Morgantown, Va.

. School policies (dress, especially hair gth, skirt length, no sandals, etc.).— Clingman / Jacksonville, Fla.

. Right now the kids would like to see gro history in our school.—Elizabeth rnell / Willingboro, N. J.

Yes. On almost any issue that could be disagreed upon. Communication just doesn't seem to be there.—Holly Willman / Indianapolis, Ind.

Yes. After some successful attempts by the sophs at vandalizing the boys' restrooms, the administration decided to close all but one restroom which angered 800 boys. The restrooms were opened again after our bladders told us to form a steering committee.—Tom Lee / Appleton, Wis.

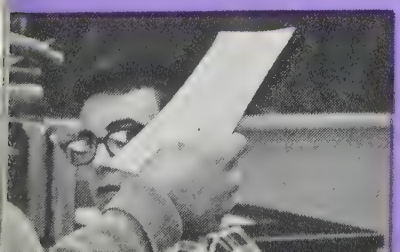
Yes. The Administration wants to eliminate the yearly Senior Tour. This has caused much dissent.—Jane Beckman / Morgantown, W. Va.

Yes. Last year there was much conflict regarding the wearing of black armbands, but all sides reconsidered their positions and students were allowed to wear them with permission from the administration. —Paul Kozelka / Williamstown, Mass.

I feel some administrations are unjust in giving punishment. For one wrong deed someone gets kicked out of school, and for the same deed again, it's overlooked. —Betty Flemmer / Yankton, S. D.

Yes. The student body wants to be able to make decisions and the administration thinks we're not adult enough—which under certain circumstances is true.—Nanette Akau / Alva, Okla.

Rohn Engh



and helpful idea from a truly representative student government. Third, student government can be excellent training in the art of government itself. To constitute such training, the student government must be genuine. It must have a written constitution that permits all students to participate, and it must be free from domination by the faculty or administration.

11. **Student Discipline** cannot be discussed fully in an article on academic freedom, but the two subjects overlap. The learning process requires discipline, including sometimes discipline imposed by the school authorities. Sometimes such discipline may be useful to induce learning; other times it may be necessary for the sake of other students. For example, Joe should be disciplined if he persists in making so much noise that Sally can't hear the teacher, and Mary can be forbidden to bring her lamb to school.

However, there are certain types of discipline that run counter to academic freedom. For example, no student should ever be punished because he is critical of the school. It would be even worse to punish a student because of his political beliefs as expressed in or out of class. One nasty instance of this happened in a suburban school near Philadelphia not long ago; a teacher threatened several students with "bad references" for college because they had taken part in a peace demonstration. This teacher was destro the very independence and sens responsibility that schools shoul fostering.

Discipline in school, as in so at large, ought to be applied cording to well-understood specific rules. Regulations ban conduct "unbecoming a student "against the best interests of school" are too vague. Who k what they mean?

No discussion of discipline w be complete without a word a hair and clothing. You may t that bans on long hair and s skirts have nothing to do with demic freedom, and possibly you right. But I think there *is* a con tion, and I therefore oppose schools' attempt to dictate the dents' appearance.

Appearance, particularly h style, is frequently a form of expression. The boy who wears hair long is *saying* someth Maybe the authorities don't like message, and no doubt his metho expression may seem ineffec (and downright repulsive) to adu Nonetheless it is *his* message and hair. To me, it seems more in ke ing with the real goal of educa (namely, to help an immature son develop) to permit such ha less efforts at self-expression tha stamp out the effort as unattrac and immature. School regulati against long hair and unusual d are based on two propositions; f

Continued on pag

uld a student be disciplined for his POLITICAL beliefs?

What a student does outside of ol should be handled by his parents he authorities. That is like saying, d a school discipline a student for ace or religion.—Peggy Kovac / Morown, W. Va.

if it disrupts the school while he is g it. Other than that, he is free to onstrate.—Holly Wilman / Indianap Ina.

I believe that education should be for the individual's development and he good of "society." Students should be punished for beliefs, but it is pos- that some displays of these beliefs h as illegal demonstrations) should be shed.—Claudia Hebard / Stoneham

His beliefs are as private as the peohe associates with. The school should ect the student for his beliefs and be he is not apathetic.—Lauri Brunner / ntown, Pa.

ess so. If the school doesn't, who will? else has an open mind and will show student the pros and cons on an isnot taking sides as friends or parents it?—Ellen Beers / Fostoria, Ohio

Demonstrations disrupt the main funcof the school—to educate.—Jeffrey rhard / New Braunfels, Tex.

A school was designed to teach not moral judgment. If a student feels ed to participate in a demonstration, his right as a citizen. After all, eduon does not come merely from books. a. Duvall / Richmond, Va.

No. Demonstrations are part of a free country; however riots are different! I feel students should be punished for inciting a riot!—Joni Pagel / Brillion, Wis.

Depends. If his beliefs keep him from school, taking part in a demonstration during school hours, the student should be disciplined. But normally, I don't think the school would have a reason for disciplining someone for political beliefs.—Peggy Deinken / Los Alamos, N. M.

No. Not unless they interfere with his school attendance, and then school attendance is the issue, not political activity.—Woodstock, Conn.

No! The school has no right or authority to persecute a student for his beliefs! Besides infringing upon personal rights, the school isn't a student's father or mother. And the right to discipline lawful dissension lies in the parents' hand, although discipline by the parents in this case is also uncalled for.—Ed Thomas / Milwaukee, Wis.

Photo by Rohn Engh

that students must be taught to adjust and conform to standards generally accepted in the white, middle-class world; and second, that in a struggle of wills between student and school, the student must give in, however wrong and ridiculous the school may be. I reject both propositions.

It is conceivable (but barely conceivable) that under certain conditions a school should concern itself with such matters, for instance if a girl insisted on wearing an inflammable paper dress to cooking class, or if a boy came to school completely naked.

The purpose of academic freedom is to insure free debate and inquiry. Dissenters therefore cannot claim academic freedom to silence, intimidate, or disrupt the expression of the views of their opponents. Shouting down the speech of an "establishment" spokeman is never justifiable.

What does the law say about academic freedom? How far does the Constitution guarantee the principles of academic freedom set forth in this article? There is no clear answer to this question, mainly because the courts have not definitively ruled on the issues. I am therefore not able to give the high school reader a cut-and-dried answer to how he would make out in court if he tried to assert his legal right to the freedoms catalogued in this article. As a general proposition, the American Civil Liberties U argues that each person of sc age has the *right* to a public ed tion, and that this right cannot made conditional upon the stude willingness to give up other rig such as the right to free speech, right to be free from unreasona and arbitrary restrictions, and right to be let alone with respec aspects of his life that are out a school's authority. (Of course general proposition does not appl private schools, since no one has legal right to go to a particular vate school.)

Just how this general proposi applies to individual situations being thrashed out in the co Right now, for example, the Un States Supreme Court is conside whether or not the Des Moines p lic schools can suspend three dents until they agree not to w black armbands in protest aga the Vietnam war. (ACLU s ports the students.) On the sub of hair, state courts in Massac setts and Delaware have ru against the boys, but in Californi court has upheld the right of ref to get a haircut, and the New Jer Department of Public Instruct has taken the same position. (AC supports the students.)

It is unlikely that any court wo hold that a school has a *legal* obli tion to make bulletin board sp available to students; recognition this particular "freedom" would

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Continued on pag

e you free to discuss CONTROVERSIAL topics in your classes?

y say yes, I say no. The academic lay- for most courses is ultraconservative. example, one teacher, whose class is ired, is behind the times, and in nce, his philosophy, to me, is "My ntry first—right or wrong." Two years , our school had a tremendous English cher who allowed so-called "contro- ial" issues to be discussed in his class. the end of the year, he was asked to e.—Name Withheld

newhat. Students are allowed to speak on all issues, but they don't because discussion is usually graded by the cher. Students also are afraid of their rs' opinions of them—they are afraid being criticized by other students and chers.—M'Lou Bemis/Los Alamos, N. M.

. The students are mature enough to uss these things, and the administra- n realizes it, and doesn't give a second ught about it.—Holly Willman / In- napolis, Ind.

. This gives you a chance to under- nd other peoples' beliefs and preju- es, which helps make you a better per- and more prepared for the life ahead you.—Jerry Todd / Corvallis, Ore.

. Student inhibitions are the restrict- factor sometimes.—Bill Young / St. l, Minn.

Seldom. My teachers mainly teach by lecturing. Last year I had two teachers who allowed us open discussions, which sometimes became quite heated. I spent much more time preparing for these classes! It was exhilarating!—Peggy Duvall / Richmond, Va.

Even in a Problems of Democracy class where one is supposed to be discussing current issues, he is not allowed to do so. Someone might get into an "argument," or he might say something worthwhile. I believe even in an English class, current books and trends in literature should be discussed—they may become some of the great classics in English literature.—Peggy Kovacs / Morgantown, W. Va.

In some classes open discussion is welcomed in the room. In others the teachers still believe they are supreme and cannot be wrong. This freedom marks the progress of education and should be practiced.—Lauri Brunner / Allentown, Pa.

All through high school I have never heard other people's opinions about the "hush-hush" subjects of the classroom.—Liz Dout / Chicopee Falls, Mass.

Yes. The world has plenty of problems and our youth must be able to solve them. If we can't talk about them, how can we find the best cures?—Scotty Thomas / Rialto, Calif.

No. We didn't have that much time and it was out of place in some of my classes. We usually discussed such ideas in our Sunday school class.—Ellen Beers / Fostoria, Ohio

sto by Rohn Engh

pend upon the enlightenment of the school. On the other hand, the courts would certainly have sided with a group of students at the Chester (Pa.) High School who were forbidden by the principal to distribute their newspaper on the sidewalks within two blocks of the school. Fortunately the school authorities gave in on this without litigation when the American Civil Liberties Union pointed out that students, like everyone else, have a constitutional right to circulate papers on the public streets.

The courts can be useful in the preservation and extension of demic freedom, but this freed like others, depends ultimately society's conviction that the in veniences and dangers of permit freedom are greatly outweighed the advantages that freedom br to the individual and to societ

Academic freedom also depe upon the willingness of the stud to demand it and to use it. present generation of high sc and college students deserves thanks of our country for wan to practice the freedoms that older generation has preached.

WE INVITE YOUR FEEDBACK . . .

Academic freedom in high schools has long been a controversial subj And now, in even more communities, its concepts are being debated and practices are being tested. It is important to the welfare of each stud to the health of a local school system, and to the survival of the democr ideal itself that open and honest discussion be encouraged.

And so—this article! The author is Spencer Coxe, Executive Directo the American Civil Liberties Union, Greater Philadelphia Branch. He is debted to his organization for many of the ideas set forth here, but in entirety the article is a statement of his own views, not necessarily those ACLU—or of YOUTH magazine. Here is one man's opinion. We welco yours.

Both the author and YOUTH magazine would like to hear your reactio If you wish to write to Mr. Coxe, his address is: 260 South 15th Stre Philadelphia, Pa. 19102.

If you want to write to YOUTH magazine, fill in the Opinion Poll on pa 24 and return it to us. If you need more space to write your answers, atta extra paper. The results of the poll and the best answers will be shared a future issue of YOUTH magazine.

If you are interested in a more detailed statement, send for the AC pamphlet, "Academic Freedom in the Secondary Schools," American C Liberties Union, 156 Fifth Avenue, New York, N. Y. 10010. The cost 25 cents, plus postage.

What is the role of student GOVERNMENT in your school?

a big farce. A student gets elected President of the Student Body—big r. What does he do? What he is ved to do! Sure, Student Council has hy projects: cleaning the school nds, fixing cracked sidewalks. Don't me wrong. These projects are good, social clubs can do the same. I don't the school Constitution has been nded since it was written—is this keep- up with time?—Peggy Kovac / Mor- own, W. Va.

n't truly say we have a student gov- nent. I know from personal involve- t that the student government is pletely controlled. Almost every mem- in the Student Council can't identify or represent his homeroom. The re- ements for a student representative so high that only "desirables" can be ved in. Besides administration-oriented lents, the Council has to get approval the administration to even discuss a ect! Until school governments have a d in policy making that concerns stu- ts, student councils will be totally in- ctive and a big joke.—Edward Thomas ilwaukee, Wis.

put the desires of the students in the n and carry them out.—Ellen Beers / toria, Ohio

Our student government is very active and contributes much to our school life. —Lauri Brunner / Allentown, Pa.

Our Student Council is good and getting better every year. Its representatives take students' suggestions and gripes to the meetings.—Peggy Deiken / Los Alamos, N. M.

Nil. There is no power behind the existing body, which in turn means there is no interest by students to enliven the Student Council or to support it.—Claudia Hebbard / Stoneham, Mass.

To promote leadership qualities, provide feedback to the administration, plan activities, an exercise in limited democracy. —Bill Young / St. Paul, Minn.

Suddenly it is a very meaningful role. Elected student representatives make the rules, a student group enforces the rules, and a student court views the offenders. All of this is in cooperation with the administration and amazingly enough, it is the faculty who dislikes such student involvement.—Woodstock, Conn.

To bridge the generation gap, and to act as a go-between as far as adult views and youth views.—Scotty Thomas / Rialto, Calif.

Just another group or club for students to join. They haven't done a thing since it was formed.—Joseph Filchner / Bath, Pa.

The student government serves as a learning experience for the few who are involved in it. Otherwise, it is pretty much a puppet of the faculty.—Jerry Todd / Corvalis, Ore.

OPINION POLL

We'd like to hear y
opinions on acad
freedom in high sch

Check and write answers to whatever questions you wish. Use extra paper, if necessary.

Are most high school students capable of handling freedom responsibly? ☐ yes ☐ no

How would you define student freedom?

How old is "too young" to think for yourself?

Should there be limits on the freedom of expression of high school students? ☐ yes ☐ no

If so, define the criteria for establishing such limits?

How does one determine if one's own freedom of expression endangers the safety of others, or is libelous, or threatens the educational process itself?

Is freedom of expression an impossible dream for future students? ☐ yes ☐ no

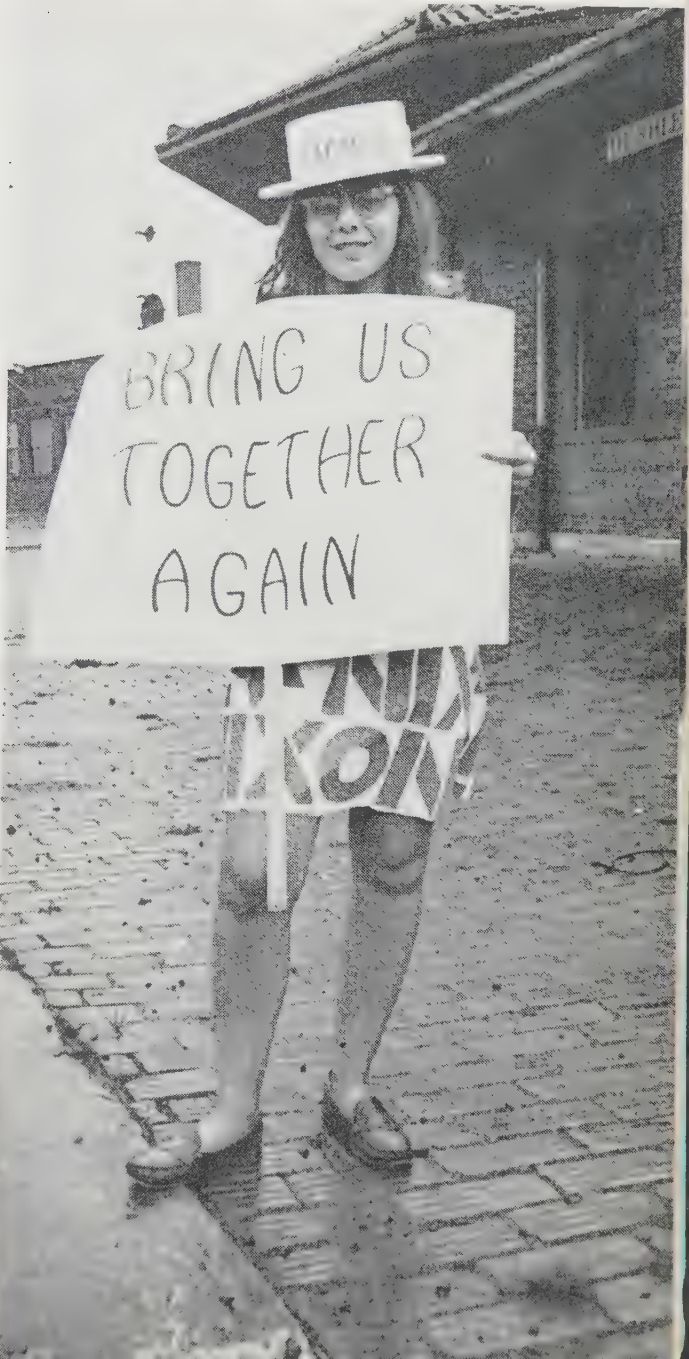
If freedom is practical, how do you go about achieving it?

Describe the environment in which academic freedom is most likely to take place in a high school.

Mail to: Opinion Poll, YOUTH magazine, Room 806, 1505 Race St., Philadelphia, Pa. 19102

OPINION POLL

REMEMBER **THE GIRL WITH THE SIGN** AT THE WHISTLE STOP?



Cole, 13, was
of 8000 people
crowded around
campaign train
Deshler, Ohio,
en Candidate
ard Nixon
Hestopped there
October. Two
s later in his
ory speech, Mr.
n recalled the
Vicki was carry-
at the rally. He
"Bring Us To-
er" would be
great objective
this administra-
at the outset."

courtesy of the
o Blade

A shy Vicki Lynne Cole of Deshler, Ohio, has an invitation from Richard Nixon for her and her family to be his personal guests at the inauguration on January 20 in Washington, D.C. It was Vicki's "Bring Us Together" sign at a whistlestop rally which gave Mr. Nixon the idea for his inaugural parade theme, "Forward Together."

Vicki will long remember that day of the rally, especially since she's had to retell the story hundreds of times to reporters and to the curious who have interrupted her village life in recent weeks.

On the morning of the day Mr. Nixon visited Deshler, Vicki was sitting in her eighth grade class when one of her teachers announced that any girls interested in being "Nixonettes" should report to the fire station after school. Vicki thought it would be fun and signed up, along with a friend. They got paper campaign dresses and a sign. Vicki's sign read: "LBJ convinced us—vote Republican."

Vicki had originally wanted Democratic Senator Robert F. Kennedy to be President, but by the time Mr. Nixon appeared at Deshler on a whistlestop tour on October 22, she was surging forward with the crowd at the railroad station in this small town of 1980 population. In the rush, Vicki dropped her sign but moments later picked up another one which was lying face down and, without reading it, held it up.

Someone started teasing her about the sign saying it was about boys, not about a President. She laughed and lowered the sign which read: "Bring Us Together Again." (Apparently Mr. Nixon had not noticed all the words on the sign.)

After the campaign train rumbled into the dusk, Vicki threw the sig away. But she saved the tatter campaign dress as a souvenir and h recently put it on again for ne photographers who came to Deshl looking for "the girl with the sig

Vicki's father, the Rev. Dav Cole, is pastor of United Methodi churches in Deshler and near Hoytville and works with the He Start program with migrant fa workers. Her mother teaches thi grade. Vicki has two sisters, Bren 14, and Renee, 11, and a broth Gregory, 7.

As a hobby, Vicki collects stat ettes of horses ("I have 48 hors covering two shelves and the t of my dresser"). She likes to re about and collect color pictures "The Monkees" ("I have nearly 1 pictures, mostly of Davy Jones" She likes flying with her pilot fath in a small plane. She plays t clarinet and piano for entertainme and with her sister and friends, s is a member of a musical gro called "The Searchers."

"I think all youth should g more involved in politics than th are," Vicki wrote recently to you magazine. "Youth today, in my opi ion, don't care enough about o country and it's not entirely th fault. Evidently parents don't ca enough either or they would e courage the interest of youth government."

"What about demonstrations she was asked.

"It all depends on why youth a demonstrating," was Vicki's respon

If it is for a good cause and it accomplishes something, it's a good idea, as long as there's no violence involved. How else can youth get their ideas across?"

"The greatest need in our world is that of peace and understanding," observed Vicki. "Isn't this what 'together' means? In the next four years I'd like most to see the riots stopped and people—black and white—living together by choice, not by force. The only way this dream can even begin to come true is by all the people in this country working together, hand in hand. And that means young people, too."

What about people who say politics and religion don't mix?

"They're wrong," Vicki answered. "That's one problem with the church! People sit around and worry over their petty problems and forget about the larger problems of our country. Can we call ourselves Christians if we hide inside a church and never see thousands of people starving or being killed every day and say, 'that's none of our business'? I don't think so. Jesus told us to love our neighbor and to share the good news of God's love. Why spend so much time memorizing Bible verses about God's love and never put it to use? If we have this love of Christ in our hearts, then it is bound to reach into every part of our lives, politics included." ▼

"YOUTH SHOULD GET MORE INVOLVED IN POLITICS"

touch & go

SURPRISES!

When I took my copy of the "Youth and Politics" issue (October 20, 1968) to school, my friends were impressed by the very interesting and really timely articles on the elections. But they were even more impressed that it was published by the church!

—A. T., Oklahoma City, Okla.

NIGHT LIGHT

In "Reflections on a Night in Chicago" (November 3, 1968 issue), Elsa Koenig has expressed the deep feelings of many young people in a way that is very powerful and relevant. *—C. P., Toronto, Ont.*

LISTEN—THEN JUDGE!

I am writing about the article, "1967 Was the Year of the Censor," in the September 8, 1968 issue of YOUTH. The author makes Bob Dylan look like a dope-hungry fool. If the author would take time to listen to "Rainy Day Women #12 and #35," he would find that Dylan is not talking of getting "stoned" drugs, but getting stoned by oth who, as the author has done, alw find something wrong with ot people no matter what they do. admit "Mr. Tambourine" is abou Drug Peddler.

Bob Dylan is a GREAT wri and singer. He says what he thin The author should *listen* to all Dylan's songs and then judge h Bob Dylan has something to say, most people won't listen. Bob D lan has written many songs that h made me *think*.

YOUTH makes me think, too!

—P. E., Lancaster, Pa

INDIANS AND ESKIMOS

The Indian issue of YOUTH (S tember 22, 1968) is, by all odds, best publication on the contemp ary scene in Indian affairs.

—P. P., Chicago, Ill

The Indian issue is superb! Am ingly enough, this issue is w enough written so that it can used with *both* Indian and non- dian. *—C. H., Herrick, S. Dak*

Our students here at the Tuque Indian Student Reside greatly admired your issue on "T Indian," and we are ordering ex copies for study in our Social tion Club.

—G. E., La Tuque, Quebe

Your Indian issue seems to be best look at the problem that fa our first people. I note, howe that you did not include in your n any of the Indian or Eskimo tri of Alaska. I certainly feel that is quite an oversight. Also,

perpetuate the myth that Eskimos ive in igloos by your illustration n page 42.

Thanks for the work that went nto this particular issue. Again Youth did it!!!!! And I'm proud that he Church has such a "with-it" nagazine. I spread your "gospel" to ll I meet.

—*T. T., Fort Yukon, Alaska*

FILLING A BOYD VOID

I have enjoyed reading Youth magazine for about three years now and I have found the poems to be he greatest. I'm a great admirer of Malcolm Boyd's poems, but he eaves a gap in me somehow that ou have filled. I don't know exactly where that gap is, but I know it's here. I feel it. Your poems have helped me in many ways, more than can say. I think the more poems, he richer the issue. So please print as many as you can. They have brought the gospel alive for the 60 young people in our church youth group, too, through our contemporary worship service, fashioned around materials in Youth magazine.

—*J. T., Santa Barbara, Calif.*

RAINBOW AFTER A STORM

This is just a note of appreciation for your work. In your Creative Arts One (August 1968), the poem, "Rainbows" by Kathy Grow, helped me to realize and understand my own feelings. I cried when I read it, because now I know. —*K. T.*

TEACHERS HEAR

I congratulate you on writing an excellent mag that is informative as well as interesting! Personally, I think my teachers should use your magazine as a resource in Sunday school! So I'm going to "lay it on them!" —*E. S., Cypress, Calif.*

I teach English at Washington-Lee High School in Arlington, Va., and we are currently beginning a unit on prejudice. The students are reading *To Kill a Mockingbird.* When we finish the book, I will ask them to do independent reading related to minority groups and prejudice. My sister in Nebraska has written to tell me about your June 16 issue on the racial crisis and your excellent annotated bibliography on the American Negro. I would like to consider using such materials in my classes.

—*M. F., Arlington, Va.*

COOL AS A MOOSE?

Thank you for your beautiful magazine.

—*C. F., Barrington, Ill.*

I've been meaning to write for a long time to tell you that you have by far the toughest magazine ever published! I think it's cool as a moose! —*K. D., Sarasota, Fla.*

I am now receiving Youth by personal subscription here at Iowa State and I still think it's the best magazine for young people being printed. Your people manage to confront the issues head-on. The magazine isn't just a Sunday-school, fun-and-games, thing, printing a lot of fairy tales and easy-to-read, pat stories. Some people may not like being challenged intellectually, but I do. The magazine really gets down to the "nitty-gritties" of life. I like it.

—*R. L., Ames, Ia.*

Mama, Mama, see, one bird has stayed the winter. Only one bird. He looks lonely.

Nonsense, dear. I see no bird. Birds don't feel lonely. Here, put on this sweater, dear. Protect you from the chill. It is rather chilly in here.

If he's not lonely, why does he sing? What other reason is there for singing? I can name no other for certain. I can imagine other reasons, but they are only a figment of my imagination, I'm sure.

I hear no bird singing, dear. Oh, this dreadful ringing in my ear. For the past many years I haven't been able to hear myself think.

We learned a new song in school today, Mama. I sang all the way home. We do live a distance from the school. Walking it wearies me at times.

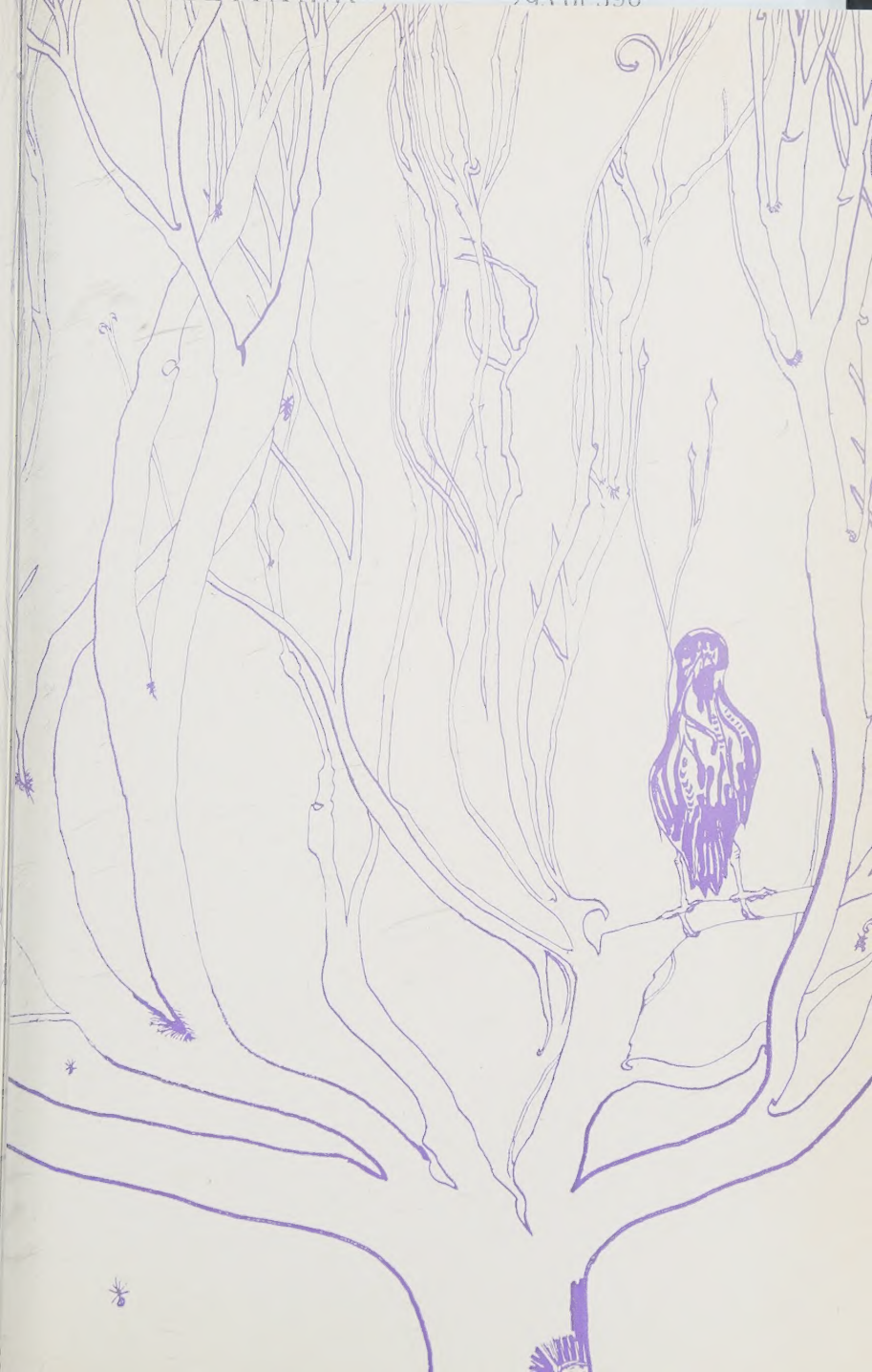
What's that, dear? You say you ran all the way home? But at least the distance is not too great. I do wish you'd let me drive you.

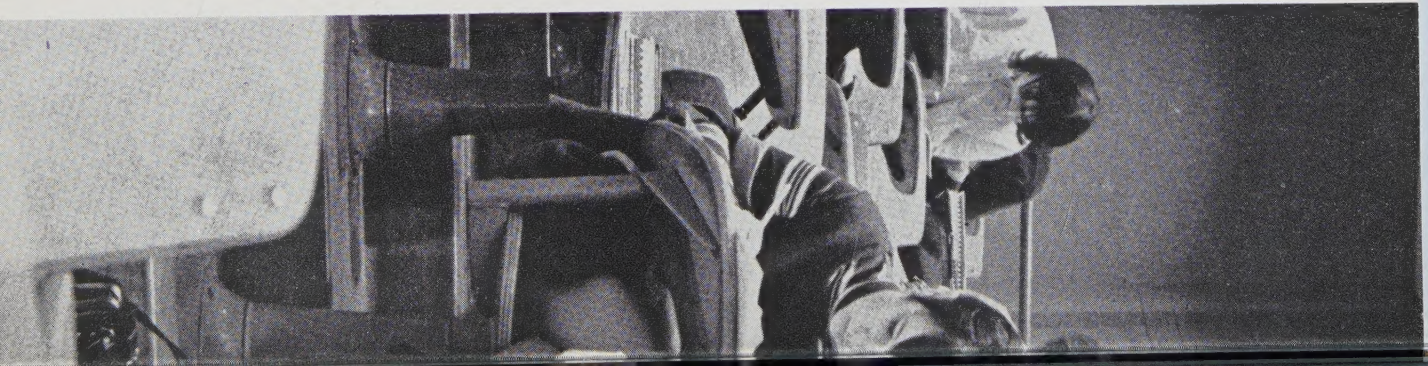
I'm glad the bird stayed, Mama. Perhaps next spring he will tell other birds what a good place our tree is to live. They will sing so many songs, how sweet songs I can hardly imagine. In the morning I'll wake to them.

You must be tired. Jump under the covers, dear. Sleep tight. I do hope nothing disturbs you.

Written and illustrated by Cathleen Herr

THE LONELY BIRD



Almighty God, who hast created man in thine own image: Grant us grace fearlessly to contend against evil, and to make no peace with oppression; and, that we may reverently use our freedom, help us to employ it in the maintaining of justice among men and nations, to the glory of thy holy name, through Jesus Christ our Lord.

American Prayer Book